

# Sudanese Arabic English English Sudanese Arabic A Concise

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*Conversational Arabic Quick and Easy* - Yatir Nitzany 2019-02-23

THIS BOOK DOESN'T CONTAIN ANY ARABIC LETTERS! ALL ARABIC WORDS IN THIS BOOK WERE WRITTEN IN ENGLISH-

TRANSLITERATION! Have you always wanted to learn how to speak the Sudanese Arabic dialect but simply didn't have the time? Well if so, then, look no further. You can hold in your hands one of the most advanced and revolutionary method that was ever designed for quickly becoming conversational in a language. In creating this time-saving program, master linguist Yatir Nitzany spent years examining the twenty-seven most common languages in the world and distilling from them the three hundred and fifty words that are most likely to be used in real conversations. These three hundred and fifty words were chosen in such a way that they were structurally interrelated and, when combined, form sentences. Through various other discoveries about how real conversations work—discoveries that are detailed further in this book—Nitzany created the necessary tools for linking these words together in a specific way so that you may become rapidly and almost effortlessly conversant—now. If your desire is to learn complicated grammatical rules or to speak perfectly proper and precise Arabic, this book is not for you. However, if you need to actually hold a conversation while on a trip to Sudan, to impress that certain someone, or to be able to speak with your grandfather or grandmother as soon as possible, then

the Nitzany Method is what you have been looking for. This book is recommended for those who already have some prior knowledge of the pronunciation of Arabic accents (such as the Arabic accents: ayin, ghayn, ha, and khaf). For those of you who do not, this book does indeed provide some great, in-depth techniques on the pronunciation and recognition of these accents, that you will encounter throughout the program. These techniques have proven extremely beneficial for beginner students who were previously unfamiliar with these accent pronunciations. But keep in mind this isn't a pronunciation book! Keep in mind that Sudanese dialect is not an official language, but rather is a colloquial dialect. The purpose of my method is solely to give you the tools to create your own sentences in order to become conversational, while in regards to grammar, pronunciation, etc., you are on your own! This method is designed for fluency in a foreign language, while communicating in the first person present tense. Nitzany believes that what's most important is actually being able to understand and be understood by another human being right away. Therefore, unlike other courses, all words in this program are taught in English transliteration, without having to learn the complex alphabet. More formalized training in grammar rules, etc., can come later. This is one of the several, in a series of instructional language guides, the Nitzany Method's revolutionary approach is the only one in the world that uses its unique language technology to actually enable you

to speak and understand native speakers in the shortest amount of time possible. No more depending on volumes of books of fundamental, beginner, intermediate, and advanced levels, all with hundreds of pages in order to learn a language. With *Conversational Arabic Quick and Easy*, all you need are forty-four pages. Learn Sudanese Arabic today and get started now!

**Sudan Almanac** - 1922

**Chadian and Sudanese Arabic in the Light of Comparative Arabic Dialectology** - Alan S. Kaye 2015-02-06

**Sudan's Wars and Peace Agreements** - Stephanie Beswick 2010-07-12  
Originating from the 2008 27th annual conference of the Sudan Studies Association (SSA) of the same title, these essays document and analyze Sudan's chronic history of conflict since independence in 1956 as well as its own and international efforts to bring an end to these conflicts. As the country moves toward what some see as the inevitable separation of South Sudan in 2011 honoring the principle of self-determination long fought for by southerners, the lessons of six decades of a history of war and peace agreements is both telling and compelling. This analysis is offered by the real experts on Sudan rather than the usual story offered by journalists and pundits. In addition to an Introduction by the editors, all founders or current or past presidents of the SSA, the essays by Sudanese and non-Sudanese explore the often bitter history of North-South relations and loss of life leading to the consideration of a range of options from a continuation of national unity under revised terms, to federation or redivision, to full separation of the South and the constitution of a new African state. The role of the Khartoum government's pursuit of policies of Islamization and Islamism for a quarter of a century across multiple regimes is also treated. The central question of constructing a sustainable peace, irrespective of the outcome in 2011, is detailed along with the essential consideration of women and gender perspectives to sustain any peace negotiated. This book is must reading in advance of, or in response to, the crucial events as they unfold

in Sudan in 2011 and beyond.

**Difficulties in Arabic-English Translation** - Omar Jabak 2019-06-12

The book aims to explore the linguistic and cultural difficulties experienced by Saudi undergraduate students when they carry out translation from Arabic into English. Besides, it attempts to provide possible reasons behind these difficulties and offer some practical solutions to overcoming them.

*South Sudanese Diaspora in Australia and New Zealand* - Daniel Harris 2014-10-02

Since 1996, approximately 30,000 South Sudanese people have immigrated to Australia and New Zealand via humanitarian pathways. This text offers insight into these associated communities' resettlement experiences and provides a broader sociological context in which the South Sudanese diaspora can be seen within global migration studies. The text's strength is its close relationship to the work of culturally and disciplinarily diverse scholars bringing contemporary research on South Sudanese resettlement together in one book. This collection provides:

- Contemporary research that critically examines the experiences of South Sudanese settlement and its associated successes, concerns and challenges;
- Social, theoretical, historical and policy implications associated with resettlement;
- An informed and reflective focus on substantive resettlement issues such as education, health, housing, Australian and customary law, employment, integration and discrimination;
- Current demographics of the South Sudanese not available elsewhere. The South Sudanese community is one of Australia's fastest growing new populations, and yet there are limited understandings of their experiences, concerns, aspirations and the associated implications for being able to meaningfully participate in Australian and New Zealand public life. This edited text provides a focused collection of research by established and emerging researchers who offer insight into the complexities, opportunities and challenges related to the lived experiences of resettlement.

English-Sudanese Arabic dictionary - 1966

*Thematic Structure and Para-Syntax: Arabic as a Case Study* - James Dickins 2020-03-05

*Thematic Structure and Para-Syntax: Arabic as a Case Study* presents a structural analysis of Arabic, providing an alternative to the traditional notions of theme and rheme. Taking Arabic as a case study, this book claims that approaches to thematic structure propounded in universalist linguistic theories, of which Hallidayan systemic functional linguistics is taken as an illustrative example, are profoundly wrong. It argues that in order to produce an analysis of thematic structure and similar phenomena which is not undermined by its own theoretical presuppositions, it is necessary to remove such notions from the domain of linguistic and semiotic theory. The book initially focuses on Sudanese Arabic, because this allows for a beautifully clear exposition of general principles, before applying these principles to Modern Standard Arabic, and some other Arabic varieties. This book will be of interest to scholars in Arabic linguistics, linguistic theory, and information structure.

**SUDANESE COLLOQUIAL ARABIC FOR** - Andrew M. Persson 2017-01-18

This book was designed to enable someone with no previous knowledge of Arabic to learn to speak Sudanese Colloquial Arabic, also known as Khartoum Arabic. The approach used is eclectic, using a combination of dialogues, drills, grammatical explanation, role plays and ideas for conversation, to help the various kinds of learner, since not everyone acquires a language in the same way. There are also vocabulary lists for each lesson, and a glossary of all words used. People who have previously used the course have either hired a private tutor to take them through the lessons and provide them with practice, or have attended a class where they could interact with other learners. However, fluency can only be attained by using what one learns, so the course aims to encourage friendship with Sudanese people and immersion in the culture, which are richly rewarding experiences. Despite the length of time since this book's first publication there is still nothing else like it available for the beginner in Arabic. Andrew M. Persson has an M.A. from Oxford University in Oriental Languages and an M.A. in Sudanese

& African Languages from the University of Khartoum. Janet R. Persson has an M.A. in Linguistic Science from the University of Reading. She is joint author with Rianne Tamis of *Sudanese Arabic--English, English--Sudanese Arabic: A Concise Dictionary*. The Perssons were involved for many years in linguistic research and language development with SIL International in Sudan and what is now South Sudan, including working in Sudanese Colloquial Arabic.

**A Sudanese Colloquial Arabic-English Vocabulary** - Hermann Forkl 2016

**Languages of Sudan** - Source Wikipedia 2013-09

Please note that the content of this book primarily consists of articles available from Wikipedia or other free sources online. Pages: 68.

Chapters: Afitti language, Arabic language, Beja language, Berta language, Bimbashi Arabic, Birgid language, Chadian Arabic, Dinka alphabet, Dinka language, Domari language, English language, Gule language, Gumuz language, Hausa language, Hill Nubian languages, Kadugli language, Kanga language, Keiga language, Kelo language, Komo language, Kordofanian languages, Krongo language, Kujarge language, Mabaan language, Maban languages, Masalit language, Meroitic language, Midob language, Molo language, Nilotic languages, Nobiin language, Nyimang language, Old Nubian language, Rutana (languages), Sillok language, Sudanese Arabic, Sudanese English, Sungor language, Tama language, Temein languages, Tennet language, Tulishi language, Tumtum language, Zaghawa language. Excerpt: Arabic ( ( listen) or ( listen)) is a name applied to the descendants of the Classical Arabic language of the 6th century AD. This includes both the literary language and varieties of Arabic spoken in a wide arc of territory stretching across the Middle East and North Africa. The literary language is called Modern Standard Arabic or Literary Arabic. It is currently the only official form of Arabic, used in most written documents as well as in formal spoken occasions, such as lectures and news broadcasts. However, this varies from one country to the other. In 1912, Moroccan Arabic was official in Morocco for some time, before Morocco

joined the Arab League. Arabic languages are Central Semitic languages, most closely related to Hebrew, Aramaic, Ugaritic and Phoenician. The standardized written Arabic is distinct from and more conservative than all of the spoken varieties, and the two exist in a state known as diglossia, used side-by-side for different societal functions. Some of the spoken varieties are mutually unintelligible, both written and orally, and the...

*Directions in Sudanese Linguistics and Folklore* - Sayed Hamid A. Hurreiz 1975

*After the Comprehensive Peace Agreement in Sudan* - Elke Grawert 2010  
The Sudanese peace agreement reached a crisis point in its final year. This book offers an analysis of the impact of the implementation of the agreement on different Sudanese communities and neighbouring regions.

**Spoken Sudanese Arabic** - Elizabeth M. Bergman 2002

**Sudanese Arabic-English, English-Sudanese Arabic** - Rianne Tamis 2013

This dictionary has been produced specifically as a resource for foreign learners of Sudanese Arabic. The language is spoken in Khartoum and throughout most of the Republic of Sudan, but it is essentially an unwritten language, since Modern Standard Arabic is almost always used for written communications. Foreigners therefore do not find it easy to learn the spoken language, though some coursebooks do exist. So this dictionary will be invaluable for both beginning language learners and those who have already made progress in learning the language. It should supply all the vocabulary needed for everyday conversations and many working situations. Rianne Tamis holds an M.A. in Semitic Languages from the Catholic University of Nijmegen. She has worked at the Catholic Language Institute of Khartoum since 2002 as assistant director, course editor and teacher of Sudanese Arabic. Janet Persson has an M.A. in Linguistic Science from Reading University. For many years she has been involved in linguistic research with SIL International

in a number of languages, including Sudanese Arabic. She and her husband Andrew are the authors of Sudanese colloquial Arabic for beginners.

Sudan Notes and Records - 1924

**Problems in the History of Modern Africa** - Robert O. Collins 1997

A presentation of important issues in the study of modern Africa. It addresses: decolonization and the end of Empire; democracy and the nation state; epidemics in Africa - the human and financial costs; development - failure or success; the African environment - origins of a crisis; and more.

**A contrastive study of the structure of Sudanese Arabic and English with implications of language teaching in the Sudan** -

Hamza Hamza 1965

Vulnerable Children - Deborah J. Johnson 2014-07-08

They are laborers, soldiers, refugees, and orphans. In areas of the world torn by poverty, disease, and war, millions of children are invisible victims, deprived of home, family, and basic human rights. Their chances for a stable adult life are extremely slim. The powerful interdisciplinary volume *Vulnerable Children* brings a global child-rights perspective to the lives of indigenous, refugee, and minority children in and from crisis-prone regions. Focusing on self-determination, education, security, health, and related issues, an international panel of scholars examines the structural and political sources of children's vulnerabilities and their effects on development. The book analyzes intervention programs currently in place and identifies challenges that must be met at both the community and larger policy levels. These chapters also go a long way to explain the often-blurred line between vulnerability and resilience. Included in the coverage: Dilemmas of rights-based approaches to child well-being in an African cultural context. Poverty and minority children's education in the U.S.: case study of a Sudanese refugee family. The heterogeneity of young children's experiences in Kenya and Brazil. A world tour of interventions for children of a parent with a psychiatric

illness. An exploration of fosterage of Owambo orphans in Namibia. UNICEF in Colombia: defending and nurturing childhood in media, public, and policy discourses. *Vulnerable Children* is a must-have volume for researchers, graduate students, and clinicians/professionals/practitioners across a range of fields, including child and school psychology, social work, maternal and child health, developmental psychology, anthropology, sociology, social policy, and public health.

**Cultural Practices of Literacy** - Victoria Purcell-Gates 2020-07-24

This volume presents case studies of literacy practices as shaped by culture, language, community, and power. Covering a range of contexts and exploring a number of relevant dimensions in the evolving picture of literacy as situated, multiple, and social, the studies are grouped around four overarching themes: \*Language, Literacy, and Hegemony; \*The Immigrant Experience: Language, Literacies, and Identities; \*Literacies In-/Out-of-School and On the Borders; and \*New Pedagogies for New Literacies. It is now generally recognized that literacy is multiple and woven within the sociocultural lives of communities, but what is not yet fully understood is how it is multiple--how this multiplicity plays out across and within differing sociocultural contexts. Such understanding is critical for crafting school literacy practices in response to the different literacy sets brought to school by different learners. Toward this end it is necessary to know what those sets are composed of. Each of the case studies contributes to building this knowledge in new and interesting ways. As a whole the book provides a rich and complex portrait of literacy-in-use. *Cultural Practices of Literacy: Case Studies of Language, Literacy, Social Practice, and Power* advances sociocultural research and theory pertaining to literacy development as it occurs across school and community boundaries and cultural contexts and in and out of school. It is intended for researchers, students, professionals across the field of literacy studies and schooling, including specialists in family literacy, community literacy, adult literacy, critical language studies, multiliteracies, youth literacy, international education, English as a second language, language and social policy, and global literacy.

*Fulfulde in the Sudan* - Al-Amin Abu-Manga 1986

**Issues in English Education in the Arab World** - Rahma Al-Mahrooqi 2014-11-19

Though diverse, the Arab world boasts a unique culture and native language, both of which are unlike those found in English-speaking countries. Perhaps due to the nature of these differences, Arab-Western relations have been described as existing on one of the world's great cultural fault-lines. Debate about the potential effects, both positive and negative, of English-medium education and the learning of English in the region's schools and universities is one expression of this. Even as debate continues, issues of politics, culture, social mobility, and identity are played out in the English language classrooms of the Arab world on a daily basis. The current volume explores some of the concerns related to the place of English and English-medium education in the Arab world. It examines issues of the relationship between English, Arabic, cultural identity and power in the region within a historical and contemporary framework; the experiences of learners from Arabic-medium secondary schools adjusting to English-medium colleges; and the challenges and potential rewards of promoting student-centered classrooms and technology in traditionally teacher-centered environments. These issues are explored from the perspectives of teachers, students, researchers and other stakeholders in Oman, Saudi Arabia, the UAE, and Sudan.

*Sudan Arabic Texts* - S. Hillelson 2011-06-09

This 1935 selection illustrates the Arabic dialect of Anglo-Egyptian Sudan. The extracts were chosen as specimens of native speech, but many of them provide an additional insight into the culture and traditions of the area. Most of the material was collected at first hand or contributed by native collaborators.

*Language and Culture* - Fatima Noureldin 2012

Failure to interact successfully in intercultural encounters is often a consequence of different cultural norms that govern language use than lack of linguistic knowledge. The contents of this book is an attempt to account for problems that Sudanese Arabic Speakers encounter in

intercultural communication in relation to politeness, namely, apologizing, since it is an important speech act for maintaining politeness between people. The study investigated apology strategies in Sudanese colloquial Arabic and Sudanese English to examine whether there is socio-pragmatic transfer from L1 to L2, and to what extent do native speakers of English accept the utterances informants produce as apologies. The source of most of the literature in this genre is western cultures, and more recently, the far-east cultures, therefore, the contents of this book adds tremendously to the field since it one of the first of its kind in the Arabic-Islamic cultural contexts. The results are interesting and of great benefit to the field of pragmatics, speech acts, politeness, cross cultural studies and intercultural communication

Conversational Arabic Quick and Easy - Yatir Nitzany 2019-01-30

Sudanese English Language Teachers' Perceptions of Using Arabic in Teaching English - Amal Mahdi Ahmed Mohamed 2012

The purpose of this case study is to explore the Sudanese English language teachers' perceptions of the use of L1 (Arabic) in university EFL classrooms of the use of L 1 in university EFL classrooms. It intends to describe and analyse what actually happens in university English language classrooms regarding L1 use to find out the extent to which Sudanese teachers used Arabic is used and what portion of the class time is conducted in Arabic. A further aim was to investigate why the English language Sudanese teachers Arabic in their EFL classes. The method of enquiry made use of face to face interviews, classroom observations as well as field notes. Data was collected from interviewing four Sudanese Arabic native speakers who teach English at one of the tertiary institutions in Sudan. Three lessons for each teacher were observed and audio-recorded. Each teacher was interviewed twice. Findings revealed that all four participant teachers think positively about using L 1 in the TL classroom especially when learners' level in the target language is very low as it is the case with the current Sudanese students. They also believe that L1 plays a very important role if it is judiciously used. All teachers used Arabic in their English language classrooms, but not to the

extent they thought they do. The most surprising finding is that, apart from one exceptional lesson, none of them used Arabic utterances more than 2.31% of the class time. The results also showed that these teachers used Arabic language for a variety of purposes and reasons. These purposes were both pedagogical and non-pedagogical.

Sudanese Arabic - James Dickins 2007

This book - the first detailed study of Sudanese Arabic phonology for many years - proposes a functionalist analysis which is strikingly simpler than standard accounts. Consonants and vowels are integrated into a single phoneme system; consonantal [y] and vocalic [i], consonantal [w] and vocalic [u], and consonantal [ʔ] and vocalic [a] are analysed as allophones of a single phoneme respectively. The putative phonemes 'ee' and 'oo' are analysed not as phonemes in their own right, but as realisations of /ai/ and /au/ phoneme sequences, differing from 'ay' and 'aw' in terms of their phonotactic structuring rather than the identity of the phonemes which make them up. The potential for zero distinctive features to further significantly simplify the analysis is explored, particularly in the light of Jakobson's (1957) account of North Palestinian Druze. The models hyperphoneme and archiphoneme are shown to provide elegant solutions to otherwise problematic areas of analysis. Phonological arguments are supported throughout by detailed phonetic analyses of both canonical and non-canonical phonetic realisations, and a novel account is proposed of 'emphasis spread'.

(Dis)forming the American Canon - Ronald A. T. Judy 1993

**Perspectives on Arabic Linguistics** - Mushira Eid 1996-03-01

This volume includes ten papers selected from the Eighth Annual Symposium on Arabic Linguistics, held at the University of Massachusetts, Amherst, 1994. Six of them deal with the syntax of Arabic two with phonology, and two with variation. The topics represented in the volume include binding in Arabic, the analysis of negation and negative polarity items, pronoun doubling in codeswitching, linguistic variation and language change, voice assimilation in Arabic dialects, among others.

The volume includes contributions by the following: Mahasen Abu

Mansour; Maher Bahloul; Raja Bahloul; Elabbas Benmamoun; Naomi Bolotin; Mushira Eid; Mark LeTourneau; Michael McOmber; Bernadette Plunkett; Keith Walters  
*Sudan Arabic* - Sigmar Hillelson 1925

**Juba Arabic for Beginners** - Richard L. Watson 2015-08-20

Juba Arabic is an Arabic creole closely related to Kinubi. It began developing in the Equatoria Region of what is now South Sudan over 100 years ago, and spread widely, now being the spoken lingua franca of the region. It has become so well established that expatriates working in Equatoria often find themselves in situations in which neither English nor Khartoum colloquial Arabic is adequate for communication. Juba Arabic for Beginners was originally prepared by SIL as a language course for the communication needs of its own personnel, but other people needing to communicate in Juba have found it invaluable. The present course was adapted from the excellent Sudanese Colloquial Arabic for Beginners (Andrew and Janet Persson, with Ahmad Hussein) in general format with its 30 dialogues. However, due to important linguistic and cultural differences, five additional lessons relevant to southern culture are included. This course is written in a Romanized orthography and represents a widespread dialect of Juba Arabic. Over the past 30 years, the course has served, and continues to serve, personnel of a number of expatriate organizations. Richard L. Watson (1980 Ph.D in linguistics, University of Texas-Arlington) worked with SIL in Vietnam for 15 years, largely focusing on the Pacoh language. He later moved to Sudan, where he was a linguistics consultant for 18 years. He recently published the Pacoh-Vietnamese-English dictionary, Noh Pacoh-Yoan-Anh ([www.Pacoh.Webonary](http://www.Pacoh.Webonary)). Louis Biajo Ola is a native speaker of Juba Arabic and was crucial in helping prepare the lessons and teaching the first classes which used them.

**Message in a Mobile** - Siri Lamoureaux 2011

This detailed, meticulous ethnographic study on mobile phone use among Nuba students at the University of Khartoum in Sudan, distinguishes itself from other studies by taking a focused look at the linguistic content

of mobile phone interactions via text-messaging, portraying it as a site for the expression of personalized and affective language. While men and women appear to be equally aggressive consumers and producers of text-message poetry, women are formally discouraged in using the phone for relations that go beyond the publicly acceptable norms of "keeping in touch" and making arrangements. Nonetheless, women use it for such purposes and many manage it discreetly, showing how this technology can serve to subvert discursive norms on gender and marriage. The mobile phone in Sudan enhances individual autonomy over interactions, making possible the extension and creation of social spaces. It simultaneously enlarges private space and trespasses into public space. Poetic themes and language, previously limited to elite producers - those both more literate and who had control over mass media domains, radio and newspapers - are exposed to anonymous recipients, who draw from, copy or forward them in continuous circulation, thereby staking a claim in the public sphere. Similarly, the mobile phone serves as a site for the exercise of several layers of identity in negotiation, and reflects or creates alternative identities and the contestation of existing discourses, communities in physical space and notions of belonging.

**Sudan** - Paul Clammer 2005

Africa's largest nation, Sudan's varied land features include the Nubian desert, Nile plains and several mountain ranges. This book illustrates why it is such a compelling country to visit in its own right. It is suitable for aid workers, eco-travellers, and those with interests in topics as archaeology, travel photography, hiking and diving.

**Play and Learn Sheets** - Berry Street 2011-06-01

Sudan Arabic - Sigmar Hillelson 1930

**Perspectives on Arabic Linguistics XXIX** - Hamid Ouali 2017-12-15

This volume features a set of selected peer-reviewed articles, which represent research by some very prominent scholars and some promising researchers in the field. The articles cover a wide range of areas in Arabic linguistics, namely Sociolinguistics, Phonetics, Phonology,

Morphology, Syntax, and Language Acquisition. They also feature research on a number of Arabic dialects namely Egyptian Arabic, Emirati Arabic, Jordanian Arabic, Lebanese Arabic, Sudanese Arabic, and Syrian Arabic. Some of the contributions engage prominent issues that relate to current development in the Arabic speaking world. For example Reem Bassiouney's paper is a significant contribution in that regard. Other contributions, such as the ones by Stuart Davis, Abdel-khalig Ali, Lababidi & Park, Ntelitheos & Idrissi, present innovative studies in Arabic Morphology, Phonetics, Phonology, and Language Acquisition respectively. How Arabic can serve as a testing ground for some theoretical constructs and approaches is exemplified by Peter Hallman, Phil Crone, and Youssef Haddad's contributions in the area of Syntax and its interface with other fields.

**The Place of Sudanese Arabic** - William James Crewe 1973

The Semitic Languages - Stefan Weninger 2012-01-01

The handbook *The Semitic Languages* offers a comprehensive reference tool for Semitic Linguistics in its broad sense. It is not restricted to comparative Grammar, although it covers also comparative aspects, including classification. By comprising a chapter on typology and sections with sociolinguistic focus and language contact, the conception of the book aims at a rather complete, unbiased description of the state of the art in Semitics. Articles on individual languages and dialects give basic facts as location, numbers of speakers, scripts, numbers of extant texts and their nature, attestation where appropriate, and salient features of the grammar and lexicon of the respective variety. The handbook is the most comprehensive treatment of the Semitic language family since many decades.

**Perspectives on Arabic Linguistics VIII** - Mushira Eid 1996-01-01

This volume includes ten papers selected from the Eighth Annual Symposium on Arabic Linguistics, held at the University of Massachusetts, Amherst, 1994. Six of them deal with the syntax of Arabic two with phonology, and two with variation. The topics represented in the volume include binding in Arabic, the analysis of negation and negative polarity items, pronoun doubling in codeswitching, linguistic variation and language change, voice assimilation in Arabic dialects, among others. The volume includes contributions by the following: Mahasen Abu Mansour; Maher Bahloul; Raja Bahloul; Elabbas Benmamoun; Naomi Bolotin; Mushira Eid; Mark LeTourneau; Michael McOmber; Bernadette Plunkett; Keith Walters

Language Planning in Africa - Nkonko Kamwangamalu 2016-04-08

This volume focuses on language planning in the Cameroon, Sudan and Zimbabwe, explaining the linguistic diversity, historical and political contexts, current language situation (including language-in-education planning), the role of the media, the role of religion and the roles of non-indigenous languages. The authors are indigenous to the situations described, and draw on their experience and extensive fieldwork there. The extended case studies contained in this volume draw together the literature on each of the polities to present an overview of the existing research available, while also providing new research-based information. The purpose of this volume is to provide an up-to-date overview of the language situation in each polity based on a series of key questions, in the hope that this might facilitate the development of a richer theory to guide language policy and planning in other polities where similar issues may arise. This book comprises case studies originally published in the journal *Current Issues in Language Planning*.